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ABSTRACT

This guide defines and shows the need for leadership; its types and qualities are discussed. Indicators of poor leadership are listed, and suggestions for improvement are given. Synopses of 16mm movie films on "The Challenge of Leadership" and "Styles of Leadership" are presented. Current data conclude that an effective manager is sensitive, flexible, tolerates uncertainty, and behaves according to his own personality and value system. (Author/NF)

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DISCUSSION GUIDE

THE LEADERSHIP ROLE NO. I-2-5

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COMMERCE SUPERVISORY COURSE

OFFICE OF THE SECRETARY
OFFICE OF PERSONNEL

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ABOUT THE DISCUSSION GUIDES

The study of supervisory processes and practices has been going on for many, many years, and practical knowledge of experience based supervisory activities continues to increase. These discussion guides provide ideas, concepts, and approaches to the supervisory function that capture the experience of successful supervisors in the Federal Government.

These guides, covering the major processes of the Government supervisor, are in response to the need for basic supervisory training materials that can be used in the instruction and training of supervisors throughout the U.S. Department of Commerce.

Each discussion guide may be used separately or in concert with other guides. Latitude is provided in the design to tailor the subject matter to the needs of the respective bureaus of the U.S. Department of Commerce.

These guides were developed by a Task Force composed of representatives of the various Bureaus of the U.S. Department of Commerce and the Office of the Secretary. Their background and experience reflects a variety of professional and technical specialties within the Department.

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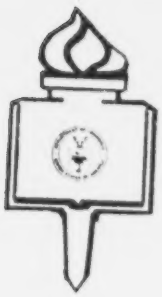
The discussion guide on the subject of The Leadership Role was the task assignment of Daniel E. Bella, Environmental Science Services Administration.



U. S. Department of Commerce

COMMERCE SUPERVISORY COURSE

SESSION I-2-5

THE

LEADERSHIP ROLE

Office of Personnel
Office of the Secretary

Subject: The Leadership Role

Time Allotted: 2 hours

References:
1. Leadership and Supervision - U. S. Civil Service Commission, Personnel Management Series No. 9.
2. Air Force Leadership - AFM 35-15.
3. A Moral Philosophy for Management - Selekman and Benjamin.
4. Practice of Management (pp 158-160) - Drucker.
5. Personnel Values and Administrative Leadership (case studies) - DCPD Navy Department.

Handouts: None

Aids Required: Blackboard, transparencies, movie film, projectors, and screen.

INTRODUCTION

It is generally accepted that supervisors are responsible for the output of others with production accomplished mainly through the efforts of the people supervised. Furthermore, supervisors must win the respect and liking of their people if they hope to get them to work willingly.

Winning the respect and liking of the people supervised depends chiefly upon the character of the supervisor himself and the leadership exercised. Appointment to a supervisory position does not in itself guarantee that a person will automatically become accepted as a leader. Leadership must be earned.

(Show Graphic)
(I-2-5-G1)

In any random group thrown together without an appointed leader to do a certain task, one person will usually emerge as the accepted leader. Have you ever been at the scene of an accident and watched? Sooner or later someone takes charge. Or have you been in a group doing a difficult job without appointed supervision? Pretty soon someone is directing the work -- unwritten leadership! In the latest Civil Service Commission examinations for Management Interns, a group of candidates is tested for leadership ability by being placed around a conference table and given a problem to solve. No chairman is appointed. An observer sits in the background to watch the evidence of leadership certain to appear in some of the individuals. This technique is also used in some types of managerial training.

Until the beginning of the twentieth century there was wide spread acceptance of the idea that leaders were born, not made. Sometimes a person became a leader by reason of being born of parents with a prominent position in society. Sometimes leadership was attributed to certain qualities of personality.

Although more recent studies by behavioral scientists indicate that more attention should be focused on the functions of leadership rather than personality traits, few will deny that some do have that magic "spark" of leadership. Others apparently are born to follow. While the "spark" of leadership cannot be instilled in a person, it is believed that persons with this gift can be developed into better leaders by proper training. Experience may be a good teacher, but this method of learning supervision is slow, costly, and often disastrous.

The important thing to remember is that leadership traits can be developed by conscientious study and effort. Psychologists all agree that although it may not be easy, we can change our personality to suit ourselves. Early in life, Benjamin Franklin embarked on a program of self-development. He wrote down all the traits he considered desirable to attain success (particularly in dealing with others). Then he practiced each one for a week until it became second nature. It paid off for him -- and it can pay off for you. "No man need stay what he is!"

OBJECTIVE
(Show Graphic)
(I-2-5-G2)

1. In this session, our objective will be to: define leadership, show why it is needed, study the types, discuss leadership qualities, list indicators of poor leadership, and learn how to improve leadership.

DEFINITIONS

2. First, let us define the terms: "leader" and "leadership".

LEADER

a. "Leader"! What does it mean to each of you? How would you define a leader?

(Note to Instructor - Educe responses from the class. After the class "runs down", compare their responses with those listed below.)

A Leader is -

- -one who succeeds in getting others to follow.
- -the person who creates the most effective change in group performance.
- -that person identified and accepted as such by other workers in the organizational unit.

LEADERSHIP

b. Now, let us define "leadership". What is it?

(Note to Instructor - Development of definition(s) for this term should follow the pattern established in 2.a., above)

Leadership is the -

-exercise of authority and the making of decisions.

-initiation of acts which result in a consistent pattern of group interaction directed toward the solution of a mutual problem.

-ability to persuade or direct subordinates without the use of prestige or power of formal office or external circumstances.

-process of influencing group activities toward goal setting and goal achievement.

(Show Graphic I-2-5-G3)

What all this boils down to is that leadership is. . . . . getting the willing cooperation. . . of others. . . . . in doing. . . . . what you want done.

(Show Graphic I-2-5-G2)

WHY NEEDED

3. Now that we know what leadership is, why do we need good leadership?

(Show Graphic I-2-5-G4)

GETS THE JOB DONE

a. First, it ensures that the organization's work is performed effectively, efficiently and on a timely basis. Unless attention is directed toward this aspect of effort, you may price yourself out of business with goods or services that are no longer needed.

MAINTAINS MORALE

b. Secondly, it ensures continued high employee morale. Remember, continued low morale within the work force generally results in low output. Even worse, many quit. Then where are you? After all, how can you get work done through "others", if you don't have "others"?

PLANS AHEAD

c. Finally, it ensures that the organization's problems are anticipated and preparations made to cope with them. This is the quality that imparts impetus, direction, and unimpeded effort for attaining organizational objectives.

(Note to Instructor - Graphic I-2-5-G5 may be shown at this time. If used, allow 20-30 minutes to introduce, show and discuss in relation to points developed in paragraphs 3a, 3b, and 3c, above.)

(Show Graphic I-2-5-G2)

TYPE OR STYLES OF LEADERSHIP

4.

a. When you are the recognized leader of a group you have certain prerogatives and power. This is true whether you are the president of a corporation, a first line supervisor, or the chairman of a voluntary committee. How you use this power will affect both the productivity of the group and the freedom of the subordinate members of the group. As you, the leader, use less of your authority and power, the group members gain greater freedom in making decisions; as you use more of your power, the group's freedom declines.

(Show Graphic I-2-5-G6 (Basic slide only)

b. This slide illustrates varying degrees of the balance of power between the group leader and other members of the group. Behavior at the left of the scale might be called "leader-centered" because the decision depends largely on the leader's analysis of the problem, his interests, experience, and motivations. Behavior on the right end of the scale might be called "group-centered" because the actions reflect largely on the group members' assessment of the problem, their interests, experience, and motivations.

(Note to Instructor - Graphic I-2-5-G7 may be shown at this time.)

(Resume showing Graphic I-2-5-G6)

c. The experienced leader uses many complex and subtle means to exercise his influence and stimulate creative and productive efforts of subordinates. From the complex range of leader behavior, we have selected four typical styles ranging from highly leader-

centered to highly group-centered: telling, selling, consulting and joining.

TELLING
(Show TAB a)

(1) Telling - The leader identifies a problem, considered alternative solutions, chooses one of them, and tells his followers what they are to do. He may or may not consider what he believes the group members will think or feel about the decision, but they clearly do not participate directly in the decision making since it is a one man operation -- HIS. Coercion may or may not be used or implied. He assumes full responsibility for all action.

SELLING
(Show TAB b)

(2) Selling - The leader, as before, makes the decision without consulting his group. However, instead of simply announcing his decision, he manipulates or persuades the group members to accept it. He points out how he has considered organization goals and the interests of group members and he states how the members will benefit from carrying out the decision.

CONSULTING
(Show TAB c)

(3) Consulting - The leader here gives the group members a chance to influence the final decision from the beginning. He presents a problem and relevant background information, then asks the members for their ideas on how to solve it. In effect, the group is encouraged to increase the number of alternative actions to be considered. The leader then selects the solution he regards as most promising.

JOINING
(Show TAB d)

(4) Joining - The leader here participates in the discussion as "just another member" - and agrees in advance to carry out whatever decision the group makes. His "vote" counts no more than that of any other member of the group.

The only limits placed on the group are those given to the leader by his superiors. (Many research and development teams make decisions this way.)

(Note to Instructor - At this point, the instructor might ask the class and guide a discussion on the following or similar questions:

??What is the best style of leadership??

??What is your supervisor's style of leadership??

??What is your style of leadership??)

NO ONE STYLE

d. None of the above should be construed to mean there is only one style that a supervisor should always use for all groups at all times. Hopefully, an effective supervisor:

FLEXIBLE

(1) Is flexible, rather than rigid - choosing from a range of leadership styles.

DECISIVE

(2) Makes certain that necessary decisions are made whether by the group or by himself.

HONEST

(3) Is honest in dealing with those he leads. He lets group members know how much influence they will have on a given issue and how he will use his authority as leader.

OPEN-MINDED

(4) Keeps in mind both the immediate problem and the long-range effectiveness of the group.

RESPONSIBLE

(5) Does not try to avoid responsibility by the simple expedient of involving others in the decision.

AWARE OF FORCES
(Show Graphic)
(I-2-5-G8)
(Basic Slide)
(Only)

(6) Is aware of forces in himself, the group, and the situation. These are the principal forces that may influence him in any given instance and that tend to determine his tactical behavior in relation

to the group. In each case, his choice of leadership style will be that which makes possible the most effective attainment of immediate goal within established parameters as he sees it at that time.

FORCES IN THE LEADER

(a) Each leader will perceive his leadership problems in a unique way on the basis of his particular background, knowledge, and experience. Among the important internal forces affecting him will be his value system, confidence in the group, leadership inclinations, and feelings of security.

(Show Overlay a)
VALUE SYSTEM

1. How strongly does he feel that individuals should have a share in making the decisions which affect them? Or, how convinced is he that the official who is paid or chosen to assume responsibility should personally carry the burden of decision-making? The strength of his convictions on questions like these will tend to move the leader toward one end or the other of the leadership style scale.

CONFIDENCE IN THE GROUP

2. Leaders differ greatly in the amount of trust they have in other people generally, and this carries over to the particular group they lead at a given time. In viewing this particular group the leader is likely to consider their knowledge and competence with respect to the problem. A central question he might ask himself is: "Who is best qualified to deal with this problem?" Often he may, justifiably or not, have more confidence in his own capabilities than in those of the group members.

LEADERSHIP INCLINATIONS

3. Some leaders seem to function more comfortably and naturally when they can decide and tell. Resolving problems

and issuing orders seem to come easily. Others operate more comfortably in a team role, where they are continually sharing many of their functions with members of their group.

FEELINGS OF SECURITY

4. The leader who releases control over the decision-making process thereby reduces the predictability of the outcome. Some leaders have a greater need than others for predictability and stability in their environment. Such leaders are more likely to "tell" or "sell" than to "join"

FORCES IN THE GROUP MEMBERS

(b) Before the leader decides what style he will assume ("one man show" vs "everybody's in the act") he will also want to consider a number of forces affecting the group's behavior. Generally, the amount of group freedom he utilizes will depend on the following essential conditions he observes in the group members:

(Show Overlay b)
PERSONALITY VARIABLES

1. The leader must remember that each of the members of group is just as subject to these as he is.

EXPECTATIONS

2. Each member of the group has expectations about how the leader should act in relation to him.

INDEPENDENCE

3. The need for independence will vary from one group member to another since people differ greatly in the amount of guidance they desire.

RESPONSIBILITY

4. What is the readiness of group members to assume responsibility? Some view additional responsibility as a tribute

		to their ability; others see it as "passing the buck" or abdication of their "leader" with no more remuneration for themselves.
TOLERANCE FOR AMBIGUITY		5. Some prefer clear-cut directives; others prefer general guidelines which give more "elbow room" in which they can operate.
INTEREST		6. The interest in a problem and its importance will vary from person to person and problem to problem.
ORGANIZATIONAL GOALS		7. To what degree do the group members understand and identify with the goals of the organization?
KNOWLEDGE AND EXPERIENCE		8. Obviously, this condition differs from person to person in the group.
SHARING IN DECISIONS		9. Persons who have come to expect "strong" leadership and are then suddenly confronted with the request to share more fully in decision-making are often upset by this new experience. On the other hand, persons who have enjoyed a considerable amount of freedom resent the leader who begins to make all the decisions himself.
FORCES IN THE SITUATION	(c)	In addition to the forces which exist in the leader and in his group, certain characteristics of the general situation will also affect the leader's behavior. Among the more critical environmental pressures that surround him are those which stem from the organization, the work group, the nature of the problem, and the pressures of time. Let's look briefly at each of these:
(Show Overlay c)		

TYPE OF ORGANIZATION	1. What are its values and traditions? How have the executives of the organization indicated how a supervisor should supervise? How large is the organization? Where is it located, geographically, in relation to other organizations? What need is there for keeping plans confidential?
GROUP EFFECTIVENESS	2. How effectively do the group members work together as a unit? What about group qualities of cohesiveness, permissiveness, mutual acceptance, and commonality of purpose?
THE PROBLEM ITSELF	3. The nature of the problem may determine what degree of authority the leader should delegate to his group members. Obviously, he will ask himself whether they have the kind of knowledge which is needed. Sometimes the complexity of a problem requires the specialized knowledge and experience of several people to find a realistic solution. Sometimes the opposite is true: the very complexity calls for one person to work it out. For example, if a manager has most of the background and information on a given issue, and time requirements do not permit him to brief his staff on all the pertinent information, it may be better for him to think it through and take action himself.
DEADLINES	4. This is perhaps the most clearly felt pressure on the leader (in spite of the fact that it may sometimes be imagined). The more he feels the need for an immediate decision, the more difficult it is to involve other people.

In organizations which are in a constant state of "crisis" and "crash programming", one is likely to find leaders using a high degree of personal authority with relatively little delegation to subordinates. When the time pressure is less intense, others can more easily share in the decision-making.

(Show Graphic I-2-5-G2)
QUALITIES OF LEADERSHIP

5. If we were to ask employees at any level in an organization what traits they want in their supervisors, we would get a long and varied list.

(Note to Instructor - Ask the class to identify some of these traits. Help them along if they are hesitant.)

(Show Slide I-2-5-G9)

The following are those traits generally agreed upon in studies on this subject.

(Show Slide I-2-5-G10)
FAIRNESS

a. Personal.

(1) Workers are extremely sensitive to partiality by the supervisor. They will even pick on little things where there was no intention of favoritism on the part of the supervisor.

Therefore, you must think ahead on changes you make, decisions you hand down, work you assign, and any pay raises, or promotions. In each instance you must say to yourself: "This will make this person happy, but how will every other single individual in my unit feel about it?"

It may be particularly hard for you to avoid favoritism with former buddies among your co-workers. If relatives or friends from the "home town" are hired, they should be placed under some other supervisor's unit to avoid any hint of favoritism.

Many old-time supervisors will tell you of cases where they were overly friendly with certain employees;

then the time came for disciplinary action or some other adverse action on these employees. Such actions were very difficult to administer, as can readily be seen.

Experienced supervisors will also warn against over-familiarity off the job with a certain few of the employees. Other employees view such activity with suspicion, with consequent lowering of morale in the unit.

LOYALTY

(2) Loyalty is considered by many to be one of the most essential factors of leadership. Many experienced administrators and supervisors say that they would rather have a loyal employee who is not such an excellent worker than an unloyal employee who is an excellent worker otherwise.

Loyalty to the country, to the organization, to the boss, to the employees who work for you and with you -- these are prime requisites of leadership.

Loyalty begets loyalty. The surest way to get the respect and loyalty of your subordinates is to be loyal yourself! Everytime you feel inclined to criticize management or your subordinates, pull yourself up short! <u>You are Management</u> to them, and if you are not loyal, how can you expect loyalty from them? <u>Be Loyal</u> if you aspire to lead others.

HONESTY

(3) Supervisors who deal with subordinates honestly all the time win and hold the respect of others. They talk to their employees on a "man-to-man basis". They are not afraid to face the facts and say what they think when necessary. "Give me the person who looks you straight in the eye and tells the truth every time." A reputation

	for being a "square-shooter" is worth every effort on your part. This reputation must be built early, even prior to appointment as a supervisor. One violation of honesty may take months to rectify, if possible at all.
INITIATIVE	(4) Sorely needed are people with initiative. Initiative is evidence of an open and alert mind. Persons with initiative continually look for better ways to do things. They don't wait for the other fellow to do them. They don't put off until tomorrow what should be done today. If an unsafe condition is observed, action is taken to correct it before something happens. If there is a human relations problem in his group, positive action to straighten it out is taken. If equipment needs repair or replacement, it is repaired or replaced. If a new form or procedure would simplify the job, it is used. Along with initiative is the tempering quality of good timing. "No man thinking thoughts born out of time," wrote Woodrow Wilson, "can succeed in leading his generation." Wilson's own career was dramatic proof of this. He led the United States into World War I when the country was ready for it, not before. But later, when Wilson pressed for U. S. participation in the League of Nations, the country was not ready, and his effort ended in crashing failure. Same leader, same country--but wrong timing.
RESOURCEFULNESS	(5) An effective leader will learn what resources, both tangible and intangible, are available and how to use them. Then, by being sufficiently flexible, the supervisor will be better able to develop more than one course of

	action when confronted with a problem and be more likely to arrive at a better solution.
DETERMINATION	(6) Courage, it has been said, is the capacity to hang on five minutes longer. The leader not only must have this ability himself, he must also inspire it in others. Perhaps the greatest leader of our time was Sir Winston Churchill, who never flinched from telling his people the truth, even when the truth was appalling. One of then said of him, "I doubt if any man in history has ever made such grim utterances, yet given his people such a feeling of strength and exuberance -- even cheerfulness."
POSITIVE ATTITUDE	(7) One classification of people places them into just two categories: (1) Positive Thinkers and (2) Negative Thinkers. Real leaders will always be positive thinkers. They think in terms of how things can be done, not why they can't. They maintain an open mind to changes, new ideas, training opportunities. They listen carefully to the other fellow, not with the intention of opposing everything he says, but looking for possible good ideas. Positive thinkers see some good in everyone and everything. Negative thinkers are like the "poor backwoods farmer." He doesn't plant potatoes because he figures the potato bugs will get them. He doesn't plant cotton because he figures the boll weevil will get it. So he plays it safe and plants nothing! Thousands of people think in such negative discouraging ways. Negative thinking supervisors usually fall by the wayside sooner or later. Everything worthwhile that has ever been accomplished in this world was accomplished by positive thinkers. If you want to lead others, start today practicing the art of positive thinking!

DECISIVENESS

(8) Leaders must be capable of making decisions. One of the commonest complaints heard from employees is this: "You can't get a decision out of him."

A great majority of the decisions that have to be made by supervisors are on petty things. As often as not, the employee merely wants the supervisor's approval on some minor action where what should be done is already known. A prompt "yes" from the supervisor is all that is necessary. In many minor decisions it makes little difference whether the answer is "yes" or "no". The important thing is to get an answer.

Many times, supervisors convince themselves that they do not have enough facts to make a decision, consequently they stall, put off, evade, or downright refuse to give a decision and are a real bottleneck.

Ultimately, decisions must be made. Whatever facts are available should of course be given careful consideration. In such cases, tell the employees when to return for the decision and see to it that the decision is ready when promised. However, when this is not the situation, boldness should be brought into play as a willingness to take chances, a readiness to experiment, a soaring optimisim that rejects and despises the thought of failure.

Leaders of the first rank always have it. Andrew Jackson, tough Old Hickory, bristled with it. Theodore Roosevelt reveled in it. He said, "Far better it is to dare mighty things, to win glorious triumphs, even checkered by failure, than to take rank with those poor spirits who neither enjoy much nor suffer because they

live in the gray twilight that knows not victory nor defeat."

EVEN TEMPERMENT

(9) Losing your temper in front of others is a sure sign of weakness. You must master yourself before you can hope to control others.

GENUINE INTEREST IN AND LIKING FOR PEOPLE

(10) Have you ever met a really great leader -- a top executive in a corporation, a foreman of a huge industrial shop, a great artist, a bank president, a key person in Government? If so, you probably received quite a shock! Likely as not, instead of the cold, aloof "man in an ivory tower" personality you expected, you found a mild-mannered, humble, friendly, plain, and "common-as-an-old-shoe" human being! As a matter of fact, you probably began to wonder how this ever happened. You felt important too, by a warm welcome, close attention to your words, interest in what you were doing, questions asking for your opinions.

Such leaders long ago learned the value of making others feel important, instead of trying to show their own importance. They learned that people hunger for appreciation and will work willingly for those who like and understand them.

George Washington endured the miseries of Valley Forge with his men, sharing every hardship. Indeed, concern for others is a sign of imagination and vision, two key ingredients of leadership.

You should look at your job as a chance to help others attain the things they strive for. You will win loyal followers by taking a genuine interest in them. Try to have an interest of them and their families, hobbies, problems and fears. Be tolerant because

we are all subject to the weaknesses of human nature. They are human themselves!

Be approachable. Take time to see and hear your subordinates. Workers say of such a supervisor: "He is easy to talk to."

Benjamin Franklin observed: "It takes real effort on one's part to get along well with people." Our natural tendency is to show up the other fellow, to lash back, to argue. The leader practices avoiding these tendencies until good human relations become second nature.

Imagine a sign around the neck of every person you meet. That sign reads: "I want to feel important."

Leaders make it a point to respect the point of view of others. Henry Ford once said: "If there is one attribute which may have contributed to my success, I would say it is the ability to see things from the other fellow's point of view."

If you make a hobby of studying human nature and live to help others, not only will you find your job more pleasant but you will win followers, too!

The beginning of human relations is a genuine interest in and liking for people.

PATIENCE

(11) This is the "quality of exercising forbearance under provocation" - Webster. Your source of provocation may be having subordinates different from one another as well as yourself.

The guy in the speed boat is a guy in a hurry. The one on the raft may want to get the same place but

doesn't feel that he has to break his back getting there. This is just one way of saying that people differ not only in physical characteristics (Height, weight, eyesight, mechanical aptitude, coordination, etc.) but also in personality. Just as people differ in ability to do a job, so will they differ in their mental and emotional make-up. Both ability and individual motivation influence performance. Be patient!

ABILITY TO INSTRUCT

(12) A great part of a supervisor's job consists of instructing subordinates in one way or another. Even the giving of orders is a form of instruction. Every supervisor should learn and practice the art of good public speaking, the principles of on-the-job instructions, and techniques of conference leadership.

"A good executive, to my mind, is a good teacher," says Dr. Copeland of the Harvard School of Business Administration.

If you cannot stand up on your two feet and express your ideas to one person or a group of persons you should not be a supervisor.

Regardless of the nature of the organization, it must have supervisors who can and will train and develop others.

If you can impart your knowledge or skill to ten others, you have multiplied your effectiveness ten times.

COURTESY AND TACT

(13) Real leaders are habitually tactful and courteous. Whether in the shop or office, supervisors can be gentlemen (or ladies). Being a gentleman does not imply that the supervisor is a weakling or a sissy. It does imply thoughtfulness toward others.

		Tact can be defined as "saying and doing the right thing at the right time." Tact is the "lubricating oil in human relationships." It is the regard for the feelings of others based on an understanding of human nature, the little considerations that make the job pleasant and smooth. Courtesy can be defined as "treating others with respect." It means treating people as important human beings, not tools to be used for your convenience. It means following the accepted rules of conduct, being polite. Courtesy is one of the marks of the gentleman. Courtesy is important to the supervisor -- one discourteous act, even though unintentional, can make an enemy -- and the supervisor cannot afford to have enemies. "If you have one enemy, you have too many!" Someone once described the difference between tact and courtesy like this: "If you accidently walk in upon a lady taking a shower, and you say, 'Pardon me', that is courtesy. But if you would say 'Pardon me, Sir', that is tact!" <u>Courtesy is contagious</u>!
FORCEFULNESS AND WILLPOWER	(14)	Leaders must have the drive and willpower to do things. They also must have a hunger to be somebody, a will to get ahead. However, this zeal and enthusiasm must be controlled to the extent that others are not irritated by this drive. The tactful leader is quietly aggressive, gently pushing toward stated goals without being obvious about it. People are wary of and resent those who push too hard. They do not like to be driven. They resist change. They also resent those who too obviously pushes for promotion (particularly by "polishing the apple").

One of the great fallacies of all time has been: "The only way to get ahead is to crush others."

There are ways to do things without "bull-dozing".

Real leaders vigourously plan their "sales campaigns" to sell themselves and their ideas. They study and watch their opportunities to advance to higher positions. But they watch their human relations at the same time! Smart leaders know that their future success depends upon what other people think about them.

ENTHUSIASM

(15) If there is one personal quality that brings all others together - enthusiasm has got to be it. It is the vital force of life that is compelling, arresting, dynamic, and on-going. Enthusiastic supervisors can be the example to their subordinates. It may help them breathe life into the most routine of jobs - even facts and figures come to life. It is an infectious quality not easily resisted.

SELF-CONFIDENCE

(16) Good supervisors have a quiet confidence (not an arrogant or cocky confidence), based on thorough knowledge of the job and belief in their own ability. Confidence begets confidence. The mousy, hesitant supervisor who lacks confidence in himself cannot inspire confidence in his people.

Dr. Laird in his book "The Technique of Handling People" talks of 'Confident Bearing to Control Others.' He recommends that supervisors force themselves to assume a confident manner even if they do not feel confident, until it becomes second nature. It is amazing to see how people will follow a man who is charged with confidence in himself and an idea. Even crack-

pots or cranks can win followers if they appear confident.

Two thousand years ago, Hannibal believed that he could lead an army of 60,000 men and scores of elephants over the Alps through blinding snowstorms to attack the Romans in the most daring march in military history. That confidence in himself was planted and nurtured by his father, the great Carthaginian general Hamilcar, who trained his son in tactics and strategy until as a combat leader Hannibal had no equal in the ancient world.

RESPONSIBILITY

(17) Supervision and responsibility go hand-in-hand. Therefore, one of the first things new supervisors should learn is the extent of the responsibilities of their new position particularly as they apply toward mission, manpower, money, and materials. Once this is known it should be assumed quickly and positively so that this is never in doubt by those who come in contact with the organization.

COURAGE

(18) You must have the willingness to "stick your neck out", to innovate, to make changes (and occasionally mistakes) - in a word, to be progressive. Call it what you will, it marks the mature supervisor from the immature supervisor. Either you are on top of your job or your job is on top of you.

Too many so-called supervisors are slaves of routine. They don't seem to realize that the mere fact that something has been done the same way for 20 years is often a sign it is being done wrong.

You will never be more valuable to your organization than when you help it move forward and progress. Therefore, be willing to make changes, be able to contribute new ideas, be creative and know how to

sell your ideas to your superiors and subordinates alike. To content yourself with being a "slave to routine" is merely to court disaster.

(Show Graphic I-2-5-G9)

b. Mental

INTELLIGENCE

When you were selected as a supervisor, one of the factors that certainly must have influenced the decision was the intelligence you utilized in your day-to-day work. Now this intelligence must be incorporated into and

JUDGEMENT

replaced by judgement. Don't let this frighten you - making judgements is part of supervision. Although you may be a little unsure of yourself in the beginning it will improve with practice. Remember: Even though good judgement comes from experience and experience comes from bad judgement, you must act.

c. Physical

HEALTH AND VITALITY

Few will deny that a supervisory position is generally more important in an organization than a non-supervisory position. Consequently, it is especially important that attention be given to the supervisor's general health and vitality since a supervisor must be willing and able to do everything he asks of his followers - and more. He must be able to work harder, concentrate longer, face the extra danger, carry the extra burden, go the extra mile.

This energy comes from within. John Wesley, founder of Methodism, was a frail little man only five-feet-four-inches tall. But every morning he rose at four, delivered his first sermon at five, was on

the road by six. Every day he traveled 60 or 70 miles on horseback, preaching to anyone who would hear him. At night, he sat up writing books or composing hymns by candlelight. In all his 87 years, he never once spared himself. And men loved him and followed him for it.

d. Work Related

SEEING THE GOAL

(1) A good leader must quickly sense what is to be done. It can be developed if you:

- -Listen or read attentively when missions are presented.
- -Ask pertinent questions as to what is expected.
- -Restate intelligibly to the group the part they need to know.
- -Prepare plans to have them carried out.
- -Include attention to safety, economy, and possible streamlining for greater efficiency.

KNOW THE JOB

(2) You must recognize your "shortcomings". When you do this you will most generally improve your technical knowledge and skills as well as your ability to get along with other people. The development of a cooperative relationship with your employees, superiors, and other personnel is a must. Finally, you must develop a good attitude toward your job and the organization.

PLAN WORK

(3) You must keep up with the work capability of your unit. This involves keeping up with the workload of the unit and planning priorities of work and making schedules accordingly.

Further, you must plan for the best use of manpower, space, and equipment. You must establish realistic goals for the group which is made easier by having them participate in setting its own goal. Finally, you must plan to meet deadlines and emergencies as well as plan and schedule overtime when necessary.

DELEGATE DUTIES

(4) This is the part of your job where you get your subordinates to do parts of your job so that the whole job gets done. This can be done better if you:

- -Analyze your job to see how much of it can be delegated.
- -Do not delegate all at once; begin with simpler things.
- -Guide those to whom you have delegated responsibility so they may succeed in the performance of it.
- -Remember delegation does not relieve a supervisor of ultimate responsibility; therefore, you must delegate carefully and wisely.

MAKE DECISIONS

(5) Your decision making capability is vital and can be improved if you:

- -Develop the habit of making decisions promptly.
- -Profit by experience.
- -Constantly evaluate previous decisions against results.
- -Stick to your decision once made, if right, and plan for carrying it through.
- -Consciously follow through on results of each decision.
- -Accept full responsibility for each decision, once it is made.

TAKE ACTION

(6) In getting the work out you must give directions that are clear, understandable, and specific. You must review the work for progress in meeting schedules and coordinate the work of the unit and take action as necessary. You must also see that your workers do what is rightfully expected of them and emphasize the control of cost. Finally, you must minimize the necessity of overtime in the unit through the resolution of production problems immediately.

TRAIN WORKERS

(7) In developing workers, you must select the right person for the job and follow-up by helpfully assisting the worker adjust to the new job. You must determine the training needs of workers and provide for these needs to be satisfied. It should be followed by a measurement of the results of the training in terms of production costs and improved skills, attitudes, and other factors. The workers will develop when they know how they are doing which, in turn, requires a discussion of career opportunities. Finally, you should develop an understudy.

(Show Graphic)
(I-2-5-G2)
ACTIONS AND PRACTICES WHICH INDICATE POOR LEADERSHIP TRAITS

6. Actions and Practices Which Indicate Poor Leadership Traits.

a. Failure to set proper personal example.

b. Telephone abuses.

c. Extended lunch periods - excessive coffee breaks.

d. Personal business during working hours.

e. Position descriptions based on expediency.

f. Sick leave abuses.

g. Loafing on the job - failure to give a day's work for a day's pay.

h. Use of radios and TVs during working hours for world, all-star games, conventions, etc.

i. Arrive late - leave early practices.

j. Misappropriation of government property.

k. Fraudulent travel and per diem claims.

l. Failure to spend each budget dollar effectively.

m. Overtime work abuses.

n. Administrative leave abuses.

o. Abuses of proper selection practices in employment procedures.

p. Improper detail procedures.

q. Questionable employee-management relations practices in the work situation.

r. Unfair disciplinary and grievance practices.

s. Failure to observe safety regulations.

t. "Do as I say, not as I do" philosophy.

u. Gambling.

v. Failure to give due recognition.

w. Taking unwarranted credit.

x. Failure to recognize or accept employee's abilities and ideas.

y. Being overpaternalistic.

(Show Graphic I-2-5-G2)

z. Oversupervising.

IMPROVING LEADERSHIP

7. Improving Leadership.

As you have learned from all of the foregoing, being a good leader is no easy task. Some persons come into a supervisory job with some poor leadership traits or habits

and some may be developed later. However, with a little effort change can be effected by adhering to the following guidelines:

(Show Graphic I-2-5-G11)

a. Consciously work on weak points. In self-improvement you must be continually alert to recognizing and eliminating your shortcomings. When you do this, you will most generally improve your technical knowledge and skills as well as your ability to get along with other people. The development of a cooperative relationship with your employees, superiors, and other personnel is a must. Finally, you must develop a good attitude toward your job and the organization.

b. Observe and emulate supervisors who are successful and happy.

Living within one's self alone is dangerous. We all need certain contacts to give us new points of view, new thoughts, and new hopes. Attend at least one social affair each week. Call on your neighbors. Meet the fellows at the club. Go to church. Compel yourself to play cards, or dance, or sing, or tell stories, or play golf. When you do associate with others, do not consider your associates as either inferiors or superiors. Let your motto be: "All men are my equals, but no man is my superior." Try to learn from those who are experts in other fields, but do not envy them their money or position. Happiness does not lie in wealth, fame, or personal beauty. It is achieved through intelligent adjustment to what we have and are.

c. Periodically review materials on leadership.

It is vital that you keep current in all of the aspects of your job in which managerial skills are used. Some ways this may be done are to read books and periodicals in this subject area; attend training courses; join professional organizations; and attend meetings, workshops, and seminars.

d. Practice self-discipline.

A good leader must first be master of himself. He must be emotionally sound and maintain self-control. He cannot afford the luxury of giving free play to his emotions. He must control and direct his own emotional attitudes -- use restraint and reason in meeting situations fraught with the emotionalism of others.

SUMMARY

Let no one think that being a leader is easy. Often it is a lonely and difficult business. As Nietzsche said, "Life always gets harder toward the summit - the cold increases, the responsibility increases." And there is never any guarantee of success.

But the rewards are enormous for those who will strike for the summit, who will take the risks, dare the unknown. "Happiness," wrote the late President Kennedy, "lies in the exercise of vital powers along the lines of excellence in a life affording them a scope." That is the kind of happiness a leader seeks and often finds. If enough of us understand this, and live by it, the future of our nation will be secure.

(Show Graphic
I-2-5-G1)

U. S. Department of Commerce

COMMERCE SUPERVISORY COURSE

SESSION I-2-5

THE LEADERSHIP ROLE

GRAPHICS

You can buy a man's time
or even a certain number of skilled
muscular motions per hour or day,

BUT

you cannot buy
ENTHUSIASM, INITIATIVE, nor LOYALTY

YOU MUST EARN THESE!

GRAPHIC I-2-5-G1

U. S. Department of Commerce - Commerce Supervisory Course 5-G1

5-G2 U. S. Department of Commerce - Commerce Supervisory Course

GRAPHIC I-2-5-G2

LEADERSHIP

- Definition
- Why needed
- Types
- Qualities
- Indicators of poor leadership
- How to improve leadership

GRAPHIC I-2-5-G3

LEADERSHIP is...

getting the willing cooperation

of others

in doing

what you want done

5-G4 U. S. Department of Commerce - Commerce Supervisory Course

GRAPHIC I-2-5-G4

Why Is Good Leadership Needed?

Gets the job done

Maintains morale

Assures advanced planning

GRAPHIC I-2-5-G5

"The Challenge of Leadership"

SYNOPSIS

This 16mm movie film shows how, in a critical situation, a group of individuals with different backgrounds, personalities, and habits is organized into an effective working team - by the man who has the personality and the ability to lead them. This film helps supervisors identify and discuss the qualities that make a leader and the skills required to apply leadership by voluntary consent of the group. Most important, this film will motivate those who see it to accept the "challenge" of leadership!

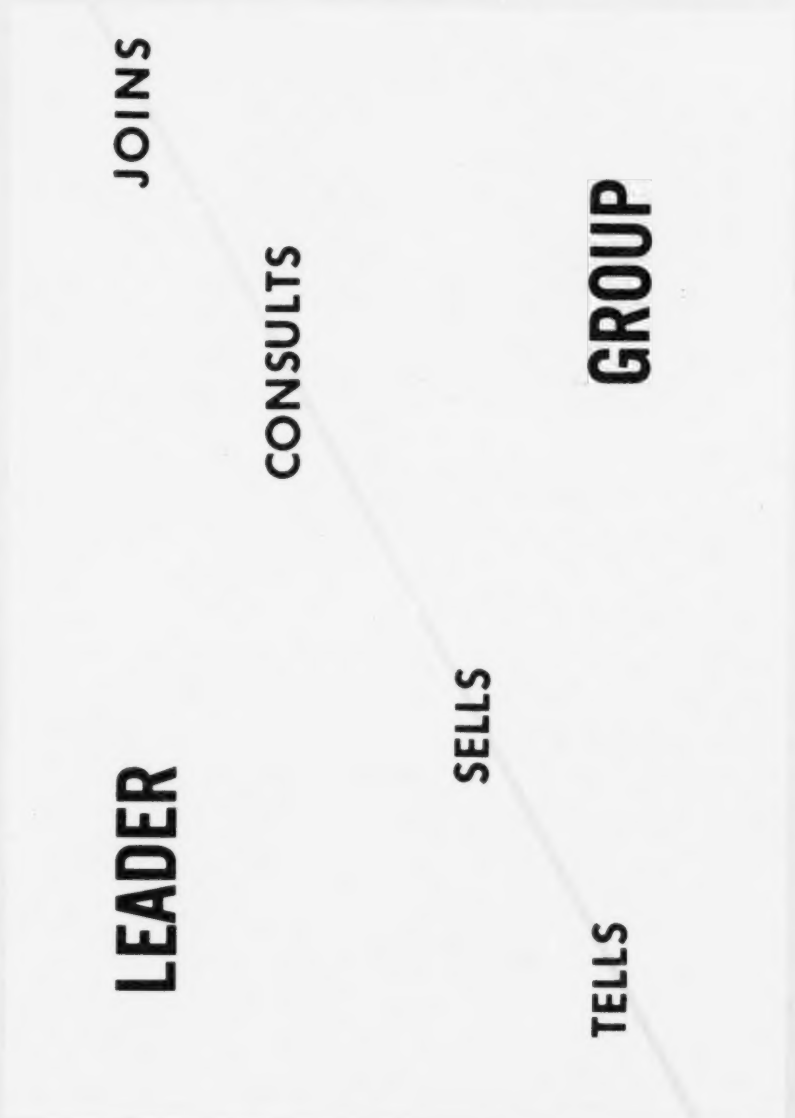
(11 minutes)

DISCUSSION

Characteristics of leaderships revealed by the film are grouped and listed below. The instructor should get all of them listed on the blackboard with as much student participation as time permits.

Attitudes	Skills
1. Enthusiasm	1. Organize and plan work
2. Courage	2. Give and get cooperation
3. Self-confidence	3. Maintain standards of conduct
4. Integrity	4. Make sound decisions
5. Friendliness	5. Select and develop others

GRAPHIC I-2-5-G6



GRAPHIC I-2-5-G7

"Styles of Leadership"

SYNOPSIS

This 16mm movie film presents a realistic view of problems every manager, regardless of business or industry faces almost daily. How does his way of leading others affect morale, motivation, and teamwork? How can flexibility in supervisor encourage the best performance from his people? Where is the right balance between effective control and meaningful involvement?

This training film is designed to aid the instructor who has been trying to stimulate new insights into the various ways managers exercise their authority. It takes a common business problem regarding a new contract and shows how it might be handled by four different types of leaders. The major characteristics of each leadership style and their effects on morale, motivation, and teamwork are compared and contrasted.

The first executive to be seen tells his men exactly what to do and how to do it. The second considers it necessary to sell the group on doing a good job on the contract. The third consults with his people to get their recommendations before deciding to accept the work, while the fourth permits his men to join him in making the decision.

Advantages and disadvantages of each choice are presented from the standpoints of the leader as well as the group.

"Styles of Leadership" also will help viewers to increase their flexibility in getting along with all types of bosses.

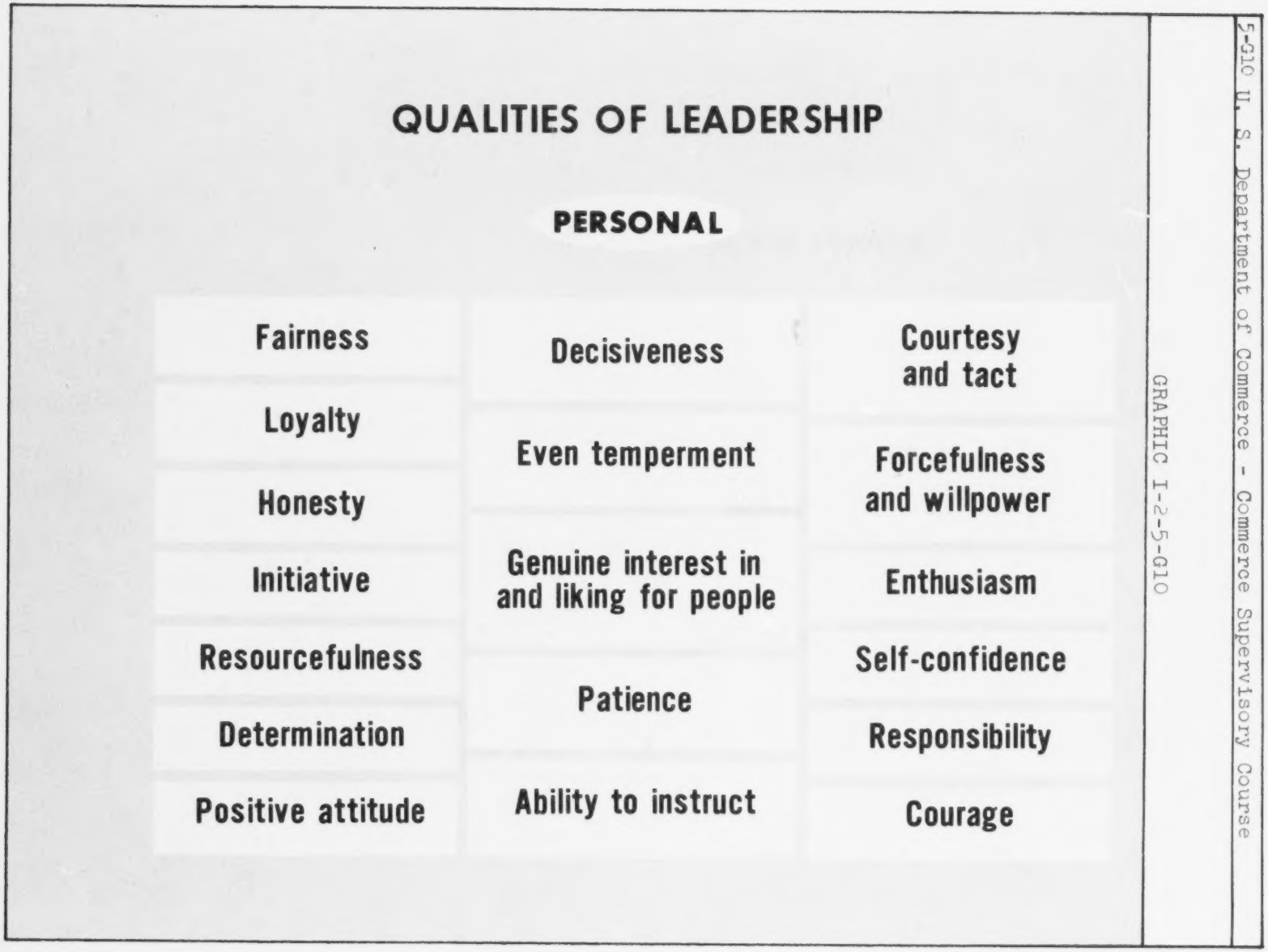
(26 minutes)

Forces Influencing the Supervisor's Leadership Style Choice

GRAPHIC I-2-5-G8

5-G8 U. S. Department of Commerce - Commerce Supervisory Course

GRAPHIC I-2-5-G9


QUALITIES OF LEADERSHIP
PERSONAL
Fairness
Loyalty
Honesty
Initiative
Resourcefulness
Determination
Positive attitude
Decisiveness
Even temperment
Genuine interest in and liking for people
Patience
Ability to instruct
Courtesy and tact
Forcefulness and willpower
Enthusiasm
Self-confidence
Responsibility
Courage
GRAPHIC I-2-5-G10
5-G10 U. S. Department of Commerce - Commerce Supervisory Course

IMPROVING LEADERSHIP

Consciously work on weak points

Observe and emulate successful supervisors

Periodically review materials on leadership

Practice self-discipline

GRAPHIC I-2-5-G11

U. S. Department of Commerce - Commerce Supervisory Course 5-G11

U. S. Department of Commerce

COMMERCE SUPERVISORY COURSE

SESSION I-2-5

THE LEADERSHIP ROLE

HANDOUTS

U. S. Department of Commerce

TODAY'S MANAGERIAL PREDICAMENT

by
Miller McDonald
Office of the Secretary
U. S. Department of Commerce

This paper concerns itself with the attitudes, values and assumptions of managers as they relate to the managed in achieving the objectives of the organization. Careful introspection, with respect to individual values and how one relates to others in the organization, may open up previously unrevealed blind spots that may be used to improve the effectiveness of the organization.

Behavioral scientists have outlined in the last twenty-five or so years several different but related approaches to the managerial predicament resulting from attempts to mesh the goals of the individual with the goals of the organization. Four of these approaches, which offer useful guidelines, are brought together by the author to assist the manager in understanding and improving his work relationships.

How well the individual lives with the predicament marks the successful from the ordinary manager.

THE PREDICAMENT

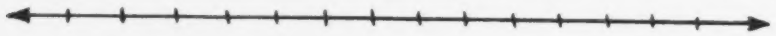
Participation vs Decisiveness

The conscientious manager of today is continually in a tug of war with himself over the problem of how to balance the value of participation by his subordinates in the action he takes and the value of decisiveness in taking action unilaterally. He is concerned as to when, or if, he should involve his subordinates, or whether it might be better to decide the issue himself.

In considering his predicament, the sophisticated manager is well aware that making a decision is not enough - that it must be implemented, and that implementation means dependence on those at the bottom of the hierarchy. The manager may order something done, but unless his order is accepted by his subordinates, the action taken will be half-hearted, at best. The manager, therefore, has a real concern about the subordi-

nate participation aspects of the actions he takes. This has resulted in the building up of a polarity of feelings by the manager and some ambivalence as to the style of managing he might employ. Usually the style he adopts falls somewhere between the two extremes of authoritarian and democratic styles of managing.

This ambivalence might be viewed as a linear situation;



Authoritarian — Democratic

with the manager perhaps swinging back and forth along the tick marks depending upon the situation he is working with at the moment.

Manager's Dilemma

In placing himself somewhere along the tick marks on the continuum, the manager must ask himself questions such as these:

How democratic can I be?
How worthwhile is employee participation?
How authoritarian must I be?
How much time can I afford?

These kinds of questions continually arise with the conscientious manager because he is faced with a series of dilemmas:

The manager has a sense of competition	but	He feels he must cooperate
He is pressured to get the work out — to be efficient	but	He believes in considering several points of view
He is pushed for time	but	He wants to involve his subordinates and this takes time
He sees advantages in quick results from being decisive	but	He believes involving subordinates makes for better solutions and develops his subordinates

This tug of war is expressed in a diagram which shows that subordinate freedom diminishes as leader authority increases:[1]

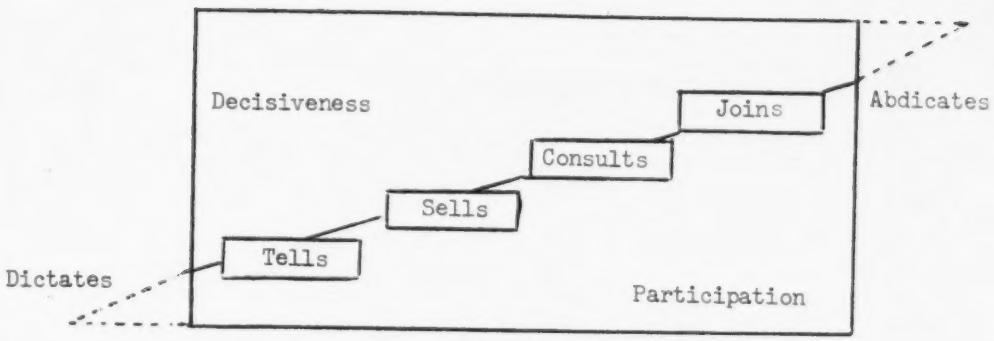


Figure 1

There are obviously additional variations of leadership patterns than those shown in the diagram. The four patterns identified, however, are the major styles which emerge. The diagram also shows the extremes of the dictator and abdicator. The dictator violates our traditional values and concerns for people. The abdicator is irresponsible and violates our concepts of management which gets things done.

Today's managerial predicament then, is really how does the manager balance the values of participation and decisiveness in a way that effectively meets the human needs of his subordinates and attains the goals of his organization efficiently, on time, and within the resources available.

THE TOLERANCE

Behavioral Science Contribution

In the last several years, a few keys to the understanding and easing of the managerial predicament have become available. Primarily, the behavioral sciences have provided substantial information to the understanding of the complex forces at work in the managerial situation. The significance of the fields of psychology, sociology, and cultural anthropology which comprise the behavioral sciences is only beginning to be grasped by today's progressive manager, and knowledge in this area is continuing to grow.

The tolerance of managers for change, for ambiguity, and for uncertainty in looking at the managerial role through the contributions of the behavioral sciences is the key that will set the pace for easing the managerial predicament.

In developing this tolerance, there are suggested here four beneficial actions that a manager can take. This will help him in his predicament. These involve: (1) assessment of his own managerial style, (2) developing an understanding of human needs, (3) examination of his own assumptions about people, and (4) achieving balance in his concern for production and concern for people.

Self-Assessment of Managerial Style

Thomas Mann said: "But self-examination, if it is thorough enough is nearly always the first step toward change -- no one who learns to know himself remains just what he was before."

The first action required of a manager involves a realistic, candid assessment of where he stands on the diagram shown in Figure 1. It is important for the manager to know the effects on him of the assumptions he makes toward one extreme of style on the diagram or the other. This knowledge will help him understand his own attitude toward his subordinates and develop his awareness of the influence his attitude has on the managerial decisions he makes. In honestly doing this, he might consider:

His understanding of himself - A look at: His own motives and needs. His system of values. His confidence in himself. His tolerance for ambiguity. His desire for a leadership role. His willingness to delegate. His trust in others.

His understanding of his subordinates - Recognition and understanding of: His subordinates' needs and motives. Their individuality. Their understanding of his expectations. Their willingness to accept his leadership. Their expectations of him. Their commitment.

His understanding of the organization - Knowledge of: The organizational climate. The values and traditions. The latitude he has in which to operate. The organizational expectations.

Taking this action will provide the manager with some interesting insights which may result in a somewhat different view of himself than he has ever had before.

Understanding Human Needs

The second action required is for the manager to recognize the underlying human needs which motivate him, his superiors, his subordinates, and his peers. The value of understanding these needs as satisfiers and motivators of behavior is fundamental to the manager if he wants to get his decisions implemented effectively.

In 1943, the late Dr. Abraham Maslow came up with a rank ordering of things which motivate people. Known as the "hierarchy of needs," this pyramid has become well known to students of management, and is highly regarded in understanding human needs.[2]

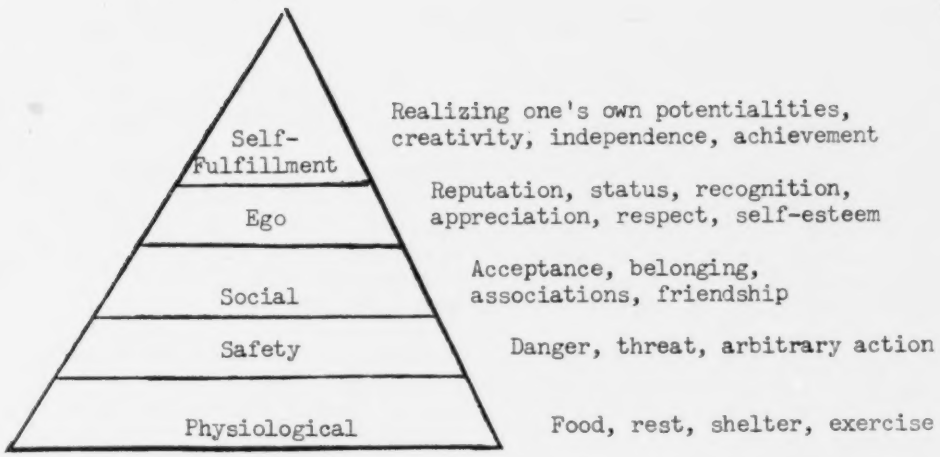


Figure 2

The pyramid in Figure 2 graphically arranges the five levels of human needs in an order of need for fulfillment: the basic physiological needs at the bottom and the desire for self-fulfillment, the need which is predicated upon fulfillment of all others, at the top.

A basic premise of the hierarchy is that the human being is a "wanting" being. Man wants, is satisfied, and then wants again. This hierarchy also suggests that the higher orders of human needs are unimportant until the lower orders of needs have been met. In other words, self-fulfillment or creativity needs are not significant factors if a person is hungry, cold, or doesn't have a roof over his head.

Another major premise of this hierarchy is that once a need is satisfied, that need no longer acts as a motivator. This means that human wants depend on what the human already has. Only those needs that have not been gratified exert influence or force on what the individual does.

In our own highly developed society, an employee's lower needs (physiological and safety) are generally met. We have acted to satisfy these needs with many guarantees. Some of these are: employment rights, savings accounts, retirement plans, medicare, social security, hospitalization plans, insurance programs, and union organizations. These all reflect activities to insure that man's physiological and safety needs are met. Today, to further guarantee protection in these areas we have proposals for guaranteed annual wages, guaranteed employment, negative income tax, and family assistance plans.

All of this has resulted in a strange paradox. We continue in our traditional styles of management to rely on satisfying the physiological and safety needs of man to motivate action and participation. This is probably the major root of today's managerial predicament. Our society, by largely satisfying the lower level needs of employees, can no longer

effectively use these needs as motivators of employee behavior.

Most organizations appear to have concentrated on meeting man's physiological and safety needs and have shown little activity in attempting to meet man's higher level needs for acceptance, belonging, self-esteem, or realizing one's own potentialities. In some instances, management policies, practices, and procedures, have acted, though unintentionally, to thwart these higher level needs.

The manager, with an awareness of the human needs of his subordinates, may gear his relationships and his activities to those needs in a way that will produce dividends to his organization. The manager also will realize that his perception of what people need colors his actions in the management process.

Assumptions about People

The third action required to relieve the managerial predicament is for the manager to examine his assumptions about people in the light of his assessment of his managerial style and understanding of human needs.

The late Dr. Douglas McGregor has developed two theories to explain human behavior in the context of the relationship between superiors and subordinates. To avoid the disadvantages of a descriptive title which would undesirably interfere with understanding of his approach, he termed them Theory X and Theory Y. Essentially, Theory X builds on the lower order of human needs. Theory Y agrees with the assumption that, once met, the lower needs which have been satisfied, no longer act as a motivator. Theory Y builds on the higher order of human needs.[3]

Human behavior is based on theory -- we do A because we theorize it will produce B. Therefore, it is important that the manager examine his own assumptions - his theory - about what makes his subordinates behave as they do. His assumptions, of course, reflect his value system and determines how he organizes for decision making and action.

The general set of assumptions and approaches underlying management under Theory X and Theory Y are outlined below. It will be useful for a manager to check his own assumptions against these.

Theory X

Assumptions

1. The average human being has an inherent dislike of work and will avoid it if he can.

2. Because of the human characteristic of dislike of work, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

Approach

The Hard Approach	The Soft Approach
Behavior directed through:	Behavior directed through:
Coercion	Being Permissive
Threat (often disguised)	Satisfying Demands
Close Supervision	Achieving Harmony
Tight Controls	

(Some managers who pride themselves on using a "firm but fair" approach endeavor to combine features of both the hard and the soft approaches; their approach, however, is still based on Theory X assumptions.)

Theory Y

Assumptions

1. The expenditure of physical and mental effort in work is as natural as play or rest.

2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.

3. Commitment to objectives is related to the rewards associated with their achievement.

4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational objectives is widely, not narrowly, distributed in the population.

6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Approach

Arrange organizational conditions and methods so people can achieve their own goals by directing their own efforts toward organizational objectives.

This approach involves the process of creating opportunities, releasing potential, removing obstacles, encouraging growth, and providing guidance. It also involves application of decentralization and delegation, job enrichment, participative and consultative management, and performance appraisal.

The need is not for a manager to choose up sides as to which theory is "right" (though that might not be a bad idea), but for him to make his assumptions about people more explicit and for him to assess how well his own behavior reflects his own assumptions.

Theory Y is obviously more dynamic and viable than Theory X. Theory Y is predicated on greater optimism about the growth and development of the human being. Theory Y is more concerned with employee self-direction and self-responsibility. All of these points are more consistent with the findings and knowledge in the behavioral science area over the last twenty-five or so years.

Theory X and Theory Y can be an influence in how a manager relates to his subordinates, how he organizes his work, and how he does his job. Oversimplifying to an extreme for purposes of clarity, the implications of Theory X are that it would make sense to have:

One-way communication (from the top down)
Strategy planning by top executives only
Decision making by top executives only
A handing down by executives of decisions to be implemented by the managers
A handing down by managers of procedures or instructions to be carried out by the supervisors and employees
(Nothing goes up except reports)

The implications of Theory Y are that it would make sense to have:

Two-way communication
Manager, supervisor, and employee involvement in goal setting, planning, and decision making at each level

Understanding the assumptions a manager makes about people has an impact on how he operates. It will assist the manager in clarifying the issues in his work, his values, and the methods he uses in his own style of management.

Concern for Production and People

The fourth action that the manager may take, is to achieve balance in his concern for production and concern for human relationships. The key word in this action is "concern" since it reflects a manager's basic attitude. Dr. R. R. Blake has developed in his Managerial Grid a framework of strategies that the manager can employ.[4]

The Managerial Grid

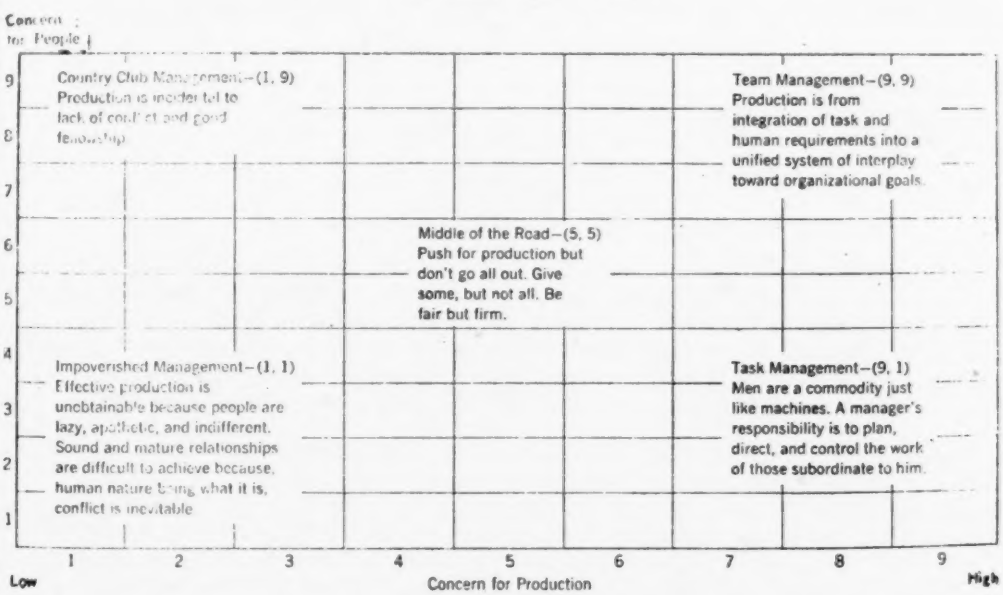

Concern for People
Country Club Management—(1, 9)
Production is incidental to lack of conflict and good fellowship.
Team Management—(9, 9)
Production is from integration of task and human requirements into a unified system of interplay toward organizational goals.
Middle of the Road—(5, 5)
Push for production but don't go all out. Give some, but not all. Be fair but firm.
Impoverished Management—(1, 1)
Effective production is unobtainable because people are lazy, apathetic, and indifferent. Sound and mature relationships are difficult to achieve because, human nature being what it is, conflict is inevitable.
Task Management—(9, 1)
Men are a commodity just like machines. A manager's responsibility is to plan, direct, and control the work of those subordinate to him.
9
8
7
6
5
4
3
2
1
1 2 3 4 5 6 7 8 9
Low
Concern for Production
High

Figure 3

The horizontal axis reflect a range of attitudes toward production indicating concerns for procedures and processes, work measurement, units of output or other quantitative production measures associated with the traditional or "scientific" school of management. The vertical axis reflect a concern for human relationships including personal commitment to work, self-esteem, social relationships, self-confidence, and trust.

In Figure 3, these two concerns are expressed on a nine point scale with five styles of management identified. The lower right corner (9.1 style) reflects a maximum concern for production and a minimum concern for human relationships. The upper left corner, (1.9 style) reflects a maximum concern for people but a minimum concern for production. At the lower left corner (1.1 style) the manager has both a minimum concern for production and minimum concern for poeple. In the center (5.5 style) there is reflected the manager who takes the middle of the road course. Finally, there is the (9.9 style) which reflects a maximum concern for both people and production.

By orienting himself at a point on the grid, the manager has an idea of his values with respect to production and people. It also gives him a basis for comparison of the traditional or scientific approach to management versus the behavioral or human relations approach.

Review of the manager's concern for production and concern for people assists the manager in diagnosing his way of operating. It provides insight into managerial behavior in personal relationships and aids in examining his convictions about his managerial values.

The Resolution

It is evident among many theorists and practitioners in the management field that traditional patterns of management and ways of relating are up for serious question. The keys to action outlined in this paper clarify the nature of this question. These keys also reflect a reshuffling of traditional patterns of management in favor of those involving more concern for the people in an organizational setting.

The data we have today indicates that the effective manager is one who is a sensitive person. He finds the appropriate balance for him between the values of participation and decisiveness. He understands his own style of managing and why he manages the way he does. He is aware of the human needs of his subordinates and considers them in the actions he takes. He has taken a realistic look at his assumptions about people and gauged these as they affect his managerial style. He makes an accurate assessment of all the forces at work in the situation that he is working on. He is flexible, has a tolerance for uncertainty, and uses a range of behavior patterns in the actions he takes that are compatible with his own personality and value system.

FOOTNOTES

1. Robert Tannenbaum and Warren H. Schmidt, in an article in the Harvard Business Review, March 1958, p. 95, "How to Choose a Leadership Pattern" outline a seven range pattern of leadership

behavior. While they avoid the extremes of the dictator and the abdicator in their consideration of leadership styles, they make the valid point that there are many variations in patterns the manager might employ.

2. For a more complete presentation of this theory, together with considerations and qualifications that are not covered here, see A. H. Maslow, "Motivation and Personality", Harper and Brothers, 1954.

3. Theory X and Theory Y are completely reviewed in "The Human Side of Enterprise," by Douglas McGregor, McGraw-Hill, 1960, along with some examples of organizations that have achieved some success through applications of the principles of Theory Y.

4. See Robert R. Blake, Jane S. Mouton; "The Managerial Grid", Gulf Publishing Company, 1964.

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